

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☒ Title I ☐ Magnet ☐ Choice

Name of Principal: Ms. Dana Trochesett

Official School Name: D'Iberville Elementary

School Mailing Address:
4540 Brodie Road
D'Iberville, MS 39540-4605

County: Harrison State School Code Number*: 003

Telephone: (228) 392-2803 Fax: (228) 392-0557

Web site/URL: http://www.harrison.k12.ms.us E-mail: dtrochesett@harrison.k12.ms.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Henry Arledge

District Name: Harrison County School District Tel: (228) 539-6500

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. John Johnson

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| 12 | Elementary schools |
| 3 | Middle schools |
| 1 | Junior high schools |
| 2 | High schools |
| 3 | Other |
| 21 | TOTAL |

2. District Per Pupil Expenditure: 8044

Average State Per Pupil Expenditure: 8737

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural

4. 4 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7			0
K	87	72	159	8			0
1	71	77	148	9			0
2	70	52	122	10			0
3	80	71	151	11			0
4	77	76	153	12			0
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							733

6. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
14 % Asian
17 % Black or African American
5 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
64 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 30 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	100
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	101
(3)	Total of all transferred students [sum of rows (1) and (2)].	201
(4)	Total number of students in the school as of October 1.	668
(5)	Total transferred students in row (3) divided by total students in row (4).	0.301
(6)	Amount in row (5) multiplied by 100.	30.090

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 16

Number of languages represented: 3

Specify languages:

Spanish, Vietnamese, Chinese

9. Students eligible for free/reduced-priced meals: 42 %

Total number students who qualify: 309

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 9 %

Total Number of Students Served: 69

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>41</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>4</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>30</u>	<u>0</u>
Special resource teachers/specialists	<u>8</u>	<u>0</u>
Paraprofessionals	<u>24</u>	<u>1</u>
Support staff	<u>14</u>	<u>0</u>
Total number	<u>78</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 24 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	96%	95%	96%	96%
Daily teacher attendance	95%	95%	95%	93%	95%
Teacher turnover rate	0%	0%	2%	2%	0%

Please provide all explanations below.

Teacher attendance rate for the 2004-2005 school year was below 95% because we had several teachers out on maternity leave.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

D'Iberville Elementary School is one of 12 elementary schools in the Harrison County School District and serves approximately 740 students. DES is located in the city of D'Iberville on the Mississippi Gulf Coast. Led by the principal, assistant principal and lead teacher. The staff of 40 certified teachers and 24 classified personnel are dedicated to serving the instructional needs of every student. Students and staff alike embrace the motto "Believe, Achieve, Succeed." It is the mission of Diberville Elementary School in partnership with parents and community to provide all students a safe ,caring and academically challenging environment , while encouraging responsible, respectful and productive citizens.

The student population at DES is diverse: 64% are white, 17% are African American, 13% are Asian (predominately Vietnamese), 5% are Hispanic and 1% of our students are of other ethnic background. Of these students, 43% qualify for free or reduced meals. Last year the mobility rate for DES students was over 30%, indicating that nearly one-third of the population transferred in or out of our school during the year.

DES consists of 35 academic classrooms for grades K-4. There is one self-contained special education classroom where one certified and two classified staff members meet the physical and educational needs of the most severely disabled children. Both the regular education teachers and the special education teachers work together to serve the remaining special education population in a general classroom setting to help students to become independent learners.

The curriculum is a blend of the Mississippi Department of Education's state benchmarks, NAEP standards, additional benchmarks and objectives designed by the Harrison County School District. Progress of third and fourth graders is assessed every four weeks in the areas of reading, language, and math, using tests written by district and school staff. These tests measure mastery of state and district objectives with the goal of preparing students for success on the yearly state assessment (MCT2) and in future academic endeavors. Fourth graders also participate in the GLTP (Grade Level Testing Program) Writing Assessment. Both the (MCT2) and the GLTP are aligned with NCLB standards.

D'Iberville Elementary School is a holistic learning community, caring for the physical and emotional needs of students in addition to their academic needs. There is a full-time school nurse on staff and a social worker who spends three days a week on campus; the Boys and Girls Club has classroom space designated for their use for tutoring or mentoring students during the school day. Each child is provided a healthy snack every day as part of the Healthy Snacks Grant, which DES received in 2007. DES partners with the Ohr-O'Keefe Art Museum to expose students to varied art forms. Currently, the Ohr members are working to construct an outdoor classroom/theater for the students and teachers' use. DES is a Positive Behavior School that focuses on teaching students the importance of respect, responsibility and safety both in and out of the classroom.

Hurricane Katrina (August 2005) had a significant impact on D'Iberville Elementary School. Many students and staff members lost their homes and all their possessions. D'Iberville Middle School was totally destroyed and as a result their fifth and sixth grade students have been housed on the back campus of D'Iberville Elementary School since that time. DES was originally built to accommodate 500 students; for the past three and one-half years there have been more than 1,000 students sharing this campus. Dealing with the challenges presented by Katrina has been a daily learning experience for staff, students and parents.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In reviewing the trends from test data for the 5 year period of this application, one significant factor that a reader should be aware of is that Mississippi changed its state assessment in 2008. The second edition of the Mississippi Curriculum Test (MCT2) is a much more rigorous test than the first edition (MCT). Having a new test skews the comparison of data between 2007 and 2008, and consequently, comparing data from 2007 to 2008 is not as reliable as among the other years under review.

Another important factor that should be pointed out for a reader who is not familiar with the test scores from this school is the change in the school's demographics due to the impact of Hurricane Katrina. Socio-economic data indicates that the percentage of students classified as coming from low socio-economic homes has increased approximately 4% after the storm. This is possibly due to the influx of students who were displaced from other regions affected by the storm. This change in demographics makes it even more difficult to compare the data between 2007 and 2008.

In spite of that fact, there were some trends noted from a review of test data. Overall, it is apparent that the percentage of females who scored proficient or higher was larger than the males by approximately 5 points in reading, 7.5 points in language arts, and 3 points in math. Overall, there was a slightly larger percentage of white students who scored proficient or higher than black students in reading, language arts, and math (approximately 3.1%). The percentage of Asian students who scored proficient or higher was approximately 3% greater than both the black and white subgroups in reading, language arts and math. However, it is important to note that this subgroup has the fewest number of students.

Due to the grade K-4 configuration, the school is only able to review data across grades for two grades: grades 3 and 4. When reviewing data from the first edition of the Mississippi Curriculum Tests (MCT), the trend indicates that in reading, there is an approximate 10% gain in proficient students when moving from grades 3 to 4. The school has consistently produced high scores in reading, and this trend line indicates that the teachers are implementing effective strategies that are closing the achievement gap in reading. The trend line also indicates that the school is successfully addressing a state goal of increasing the percentage of students who are reading on grade level by the end of grade three. Results from the other two subjects were not as conclusive as in reading. When identifying advanced, proficient, basic and minimal students we are referring to the following: **Advanced** students scores indicate a high level of complexity, difficulty or fluency clearly beyond that required to be successful in the grade or content area. **Proficient** students perform solidly in the areas required for success in the grade or course content area. **Basic** performing students demonstrate partial mastery of the skills required for success and may experience difficulty in the next grade or course. Finally, **minimal** performing students show no consistent demonstration of the knowledge and skills necessary for basic performance in that grade or course.

D'Iberville Elementary School is included within the Harrison County School District, which does participate in the Mississippi Assessment and Accountability Reporting System. The State of Mississippi is in the process of changing its system of accountability. Therefore, the schools in Mississippi are not currently rated. Previously, the state used a ranking of 1 to 5 with the following classifications: 1-Low Performing; 2-Under Performing; 3-Successful; 4-Exemplary; and 5-Superior Performing. D'Iberville Elementary School was classified as a Level 5 School throughout the years that Mississippi used this rating scale.

At the following website, (<http://www.mde.k12.ms.us/ors>), information is available for further review. Student assessment data is available beginning with the 1998-99 year; accountability data is available beginning with 2003-2004, and NCLB report card information is available beginning with 2004/2005.

2. Using Assessment Results:

The administration and staff at D'Iberville Elementary (DES) use data to create an effective cycle of instruction, assessment and monitoring of student progress to ensure that remediation and improved learning occurs on a daily basis. Prior to the beginning of each school year, the school leadership team and teachers review and analyze results from state assessments (MCT2), nine weeks assessments, Star Reading, Star Math, Gates-MacGinitie and other researched based data to determine specific needs of each student.

Students who have not scored proficient or advanced on the state (MCT2) assessment, as well as students who have not demonstrated significant growth on other assessments are provided remediation through individual remediation plans (IRP). In grades three and four, IRP plans are used to direct instruction during an uninterrupted forty-five minute daily remediation/enrichment period. DES has extended its school day to provide this time for our students.

The teacher support team utilizes a three-tier process to meet the needs of all students by using a response to intervention (RTI) model. Prior to the beginning of the school year, the team reviews and analyzes grade level assessments and MCT-II data to pinpoint potential weaknesses rather than waiting for students to demonstrate non-mastery of skills. Students who score minimal on the MCT-II are placed in Tier II and provided with instructional intervention on a daily basis. Throughout the year the leadership team, teacher support team, and teachers continue to monitor the quality and validity of the instructional interventions that are modified based on bi-weekly progress monitoring of students.

During the academic year, we assess learning in reading/language arts, writing and math every four weeks through a district practice assessment and use the results to determine mastery of objectives. Assessment reports contain detailed data that allows teachers to determine deficiencies in specific objectives and to identify children in need of remediation and supplemental instruction. This enables teachers to differentiate instruction for individuals. In addition, teachers give weekly assessments that provide feedback on lessons taught throughout the week.

3. Communicating Assessment Results:

The state of Mississippi requires every school to report its accountability results each year. Harrison County School District publishes a school level and the district level report card yearly, which is distributed to each student to inform parents of school and district progress. Parents and community members can easily access a copy of the school and district report card via the district web site. Test scores are published in the local newspaper and broadcast by the local television stations.

Teachers are in constant communication with families regarding student progress in the classroom through the use of daily planners provided by the school. Parents also have access to lesson plans and student progress by means of the Harrison County online gradebook and district website. Data is also shared with parents during scheduled parent-teacher conferences and monthly PTA meetings.

D'Iberville Elementary School works with local community publications such as the GOOD NEWS newspaper and the Bay Press newspaper to inform parents about student performance and other information pertaining to the school and the district. The school website is also updated with important information as needed.

During the summer the school administration and school leadership team assess the spring test scores and begin identifying students needs. As teachers return to school they are provided test scores of previous students and with upcoming students. A list of students that fail to show significant growth is compiled, and teachers begin immediate communication through phone calls, parent conferences and teacher-to-teacher

conferences to begin filling the educational gap of these students. The progress of these students is continually monitored by the administration to help ensure that the school is meeting the needs of each individual student.

4. Sharing Success:

The Harrison County School District is committed to working together to ensure success for all children, and D'Iberville Elementary School is no exception to this commitment. The school actively shares its successes with other schools in the district and state. The Harrison County School Board regularly recognizes schools, teachers and students for exemplary performance in and out of the classroom.

The Harrison County School District conducts monthly administrator academies to share accomplishments of each school within the district. Much of the success at DES is shared by offering model-teaching techniques to individuals whose professional needs cannot be met at their home school. In addition, DES also provides professional development for other schools in the areas of technology, curriculum and instruction. DES faculty members are called upon regularly to share successes and present workshops that highlight the excellence in teaching that takes place at DES on a daily basis. Also, a portion of our monthly faculty and weekly grade level meetings is spent sharing quality work and ideas. This may involve sharing lessons, discussing student performance and presenting successful teaching strategies.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at DES is rigorous, relevant and meaningful. All core content areas are vertically aligned in order to provide a smooth transition from grade to grade. The objectives and skills taught center around the standards put forth by the Mississippi Department of Education frameworks. Additionally, our classroom teachers set high academic standards and take an interest in students' lives drawing on real world experiences and current understandings to build new knowledge. This process takes into account the whole learner by ensuring success and understanding for all learners.

The aspiration of teachers at DES is to create lifelong learners and engaged community stakeholders by utilizing the core belief of our school motto "Believe, Achieve, Succeed". When focusing on the lesson design for instructional strategies, each grade level employs various methods that strive to integrate cross-curricular methods. For example, reading, writing, language and math "morning meetings" are done not only grade wide but school wide each day. Writing skills are also integrated into all subject areas to encourage critical thinking skills as well as effective communication skills.

To complement our core curriculum DES has utilized community resources, as well as Title I funding, to provide our students with a language arts interventionist who engages children weekly with different forms of the arts to expand vocabulary and thought processes. Throughout our community, we have solicited experts in the field of nutrition and art to provide further activities for our children. Our school has partnered with the Ohr-O'Keefe Museum of Arts to create playgrounds, outdoor classrooms, and to integrate technology through various arts related research projects. We have been part of the Healthy Snacks grant since 2007 and have implemented the SPARKS physical fitness program throughout our school. With the help of local clubs, organizations and the local community college we offer many programs for our students on numerous topics including dental hygiene and stranger danger.

Our curriculum is further strengthened with other academic programs such as: Accelerated Reader, Warriors for Reading (D'Iberville High School seniors volunteer their time to read with and mentor our students), Journey (gifted education), Troops in the Classroom Mentoring, and English as a Second Language (ESL). To build a stronger academic bond with our ESL population of students and parents, we have a parent liaison on staff to help communicate academic information to and from both parents and students.

After Hurricane Katrina, DES was awarded a grant through the Gates Foundation due to our large homeless population. This grant included the America's Choice educational program, which provided vocabulary kits, classroom libraries, and supplemental math materials for each teacher as well as professional development in areas of need for teachers.

Technology in the classroom is an essential part of the educational curriculum at DES. Teachers utilize tools such as interactive whiteboards, e-instructional programs, and various digital instructional programs to motivate, engage, and enhance student learning. These digital programs permit parent access at home, so parents can reinforce skills taught in the classroom.

2a. (Elementary Schools) Reading:

DES implements a literacy instruction that focuses and builds on students' strengths to foster academic development. Powerful instruction begins with assessment focusing on individual student learning to develop reading and writing capabilities.

DES realizes that teaching young children to read is our top educational priority and the foundation for continued educational success. With this in mind, DES chose to use the Scott Foresman Reading Program. Scott Foreman uses a rigorous systematic and practical approach with a solid theoretical research base. By using this program, DES will continue to close the educational gap by having our student reach the state goal of having ninety percent of our student body reading fluently on grade level by the end of third grade.

The Scott Foresman reading program focuses on best practices that have been demonstrated to work to guarantee reading achievement in the classroom. This program builds upon the five components of reading; phonemic awareness, phonics, fluency, vocabulary, and comprehension.

This program's integrated approach to language arts easily allows the writing and grammar objectives to be coordinated with the stories in the reading books. Teachers use an abundance of instructional practices that help students become fluent readers. The school uses in-depth instruction in letter recognition, phonemic awareness, sound symbol recognition, phonics and word recognition. Rigorous literacy instruction continues on an individual basis through the fourth grade if warranted, by using instructional interventions such as the Voyager Passport intervention program and the Headsprout Reading Program. To ensure success of all students, DES performs quarterly progress monitoring of all students. Progress monitoring is conducted by using Voyager Benchmarks, Star Reading, and Star Early Literacy. Vocabulary, comprehension, and fluency instructions are priorities in all subjects including reading, science, social studies.

Accelerated Reader as a technological support in reading is used in all grades. Students are able to advance at their own pace based on their individual reading levels in reading fluency, comprehension and vocabulary. The DES library contains books of varied interest and readability levels to promote a student's desire to read.

2b. (Secondary Schools) English:

This question is for secondary schools only

3. Additional Curriculum Area:

DES puts great emphasis on our math curriculum. Teachers use daily problem based interactive learning followed by visual learning strategies to deepen conceptual understanding for students. Teachers make meaningful connections for students and deliver strong sequential visual/verbal connections through the Scott Foresman Envision Math curriculum. Ongoing diagnosis and intervention, and daily data driven instruction ensures that every student has the opportunity to succeed. All components of our Math curriculum are available digitally (online) for parents to help support their child's learning at home. Our Math curriculum begins in kindergarten with number sense and builds up to algebraic expressions. Envision math helps students learn to think logically, communicate reasoning mathematically, to value and apply mathematics to real world problems, and their everyday life. Instructional strategies include hands-on concrete manipulatives at every level to introduce new concepts and to ensure that the learner fully comprehends the reasoning behind the concept and not just the process used to get an answer.

4. Instructional Methods:

The curriculum at DES is aligned with the state standards as well as national educational standards. DES has high expectations for all students and teachers. Our instructional programs contain researched based methods to afford students the opportunity to achieve their best. In addition, our student learning is based on a delivery that best addresses the learning styles of our students. The environment at DES is one where teachers teach with a sense of urgency, which is shown by the compassion and devotion they display when teaching their students. All instruction is data driven through the use of frequent assessments within a timely manner, in order to provide students, teachers and parents a frame of reference in regards to students' progress.

Our teachers are comfortable and skilled with the use of multiple instructional strategies to reach various learning styles. Modeling, thinking aloud, reflection and guided practice are methods used daily. In the classroom student differences are expected, appreciated, and considered as a basis for instructional planning. The goal of accomplishing differentiated instruction in the classroom is to maximize student growth and individual success.

At DES the instructional methods also focus on meeting the needs of children with special learning needs in the general education classroom. Our inclusion program has shown significant growth in the areas of reading, language and math. A special education teacher is in each of the inclusion classrooms to assist in the delivery of core instruction. The presence of the special education teacher ensures the students' understanding of new subject area content. Through Title I funding we have hired an interventionist and an assistant to work with all struggling students as well as special education students.

5. Professional Development:

Professional development at DES directly impacts teacher knowledge and pedagogical skills while improving student achievement. Through the use of test score data and school wide needs assessment, teachers and staff develop a unique plan that meets individual needs. D'Iberville Elementary teachers also participate in professional learning provided by the Harrison County School District. Workshops enhancing technology skills, instructional techniques, special area content, and classroom management are offered after school, on weekends, and during the summer.

Harrison County School District sponsors administrator retreats where the district focuses on best practices for teachers and effective leadership strategies. Our teachers also attend workshops offered by the Gulf Coast Education Initiative Consortium, which brings educators and administrators together in partnership that promotes and supports regional educational improvement. Teachers wishing to promote more science skills in the curriculum attend workshops sponsored by NASA that are offered locally at Stennis Space Center. We also have teachers designing lessons that incorporate the arts into reading and language. These teachers have partnered with the Ohr-Okeefe Museum of Art to assist in bringing the arts into the classroom. In addition, we offer professional development regularly through weekly grade-level meetings. We also bring in highly qualified professionals to keep teachers up-to-date on new teaching techniques and strategies.

DES shares their professional learning with the community through focused workshops during PTA meetings. Our teachers help to advance the knowledge of college students by mentoring and opening their classrooms to student teachers and students pursuing a career in education.

6. School Leadership:

The leadership structure at DES is one of collaboration. The administrative panel is made up of a principal, assistant principal and a lead teacher. Together the three administrators and individuals from each grade level

make up the school leadership team. The school leadership team works together to communicate state policies, procedures and mandates. The principal supports and communicates school board policy on a daily basis, serving as the liaison for the school district at DES. As the instructional leader, great time is spent evaluating programs, methodology and individual teachers in the classroom.

Fostering relationships within the community is another role of the principal. DES has partnered with the community by having representatives on both city and countywide committees. The School leaders also promote partnerships with Boys and Girls Club of America, the Ohr-Okeefe Museum of Art, the Chamber of Commerce, and local government officials. This is to help ensure that all levels of the community are kept aware of the hurdles that face our children today and to make certain that positive role-modeling for these children are available. This creates a common culture of beliefs about expectations of students, teachers and the community.

The principal oversees spending of Title I and district funds for DES. Purchasing is based on needs assessments from parents and teachers, data, and curriculum needs. The principal's professional decisions about expenditures on resources must be able to efficiently meet the requirements of our students needs. Currently, many of DES remediation and enrichment programs are funded through Title I. DES has spent a large portion of our Title I funds to improve the home-school connection. DES believes the key to our success is having an open- door policy with our parents. The principal encourages teachers to provide parents with the most up-to-date information and data regarding their child. As a school, DES hopes to create a community of involved stakeholders.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Mississippi Curriculum Test

Edition/Publication Year: Version One - 2000-01 /
version two 2007 - 08

Publisher: Version one - CTB/McGraw - Hill / Version
Two - Pearson Educational

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	85	94	97	95	99
% Advanced	27	49	60	54	64
Number of students tested	136	109	118	129	117
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	1	1	1
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	82	95	97	94	100
% Advanced	23	41	62	52	50
Number of students tested	62	61	90	62	46
2. Racial/Ethnic Group (specify subgroup): Black					
% Proficient plus % Advanced	76	88	100	95	100
% Advanced	7	31	50	41	57
Number of students tested	29	16	14	22	14
3. (specify subgroup): White					
% Proficient plus % Advanced	86	94	96	95	99
% Advanced	32	48	60	55	64
Number of students tested	90	79	90	91	92
4. (specify subgroup): Students with Disabilities					
% Proficient plus % Advanced	53	0	0	69	100
% Proficient plus % Advanced	13	0	0	6	33
Number of students tested	15	9	5	16	12

Notes:

Subject: Reading

Grade: 3 Test: Mississippi Curriculum Test

Edition/Publication Year: Version One - 2000-01 /
version two 2007 - 08

Publisher: version one - CTB/McGraw - Hill / Version
Two - Pearson Educational

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	71	91	97	85	97
% Advanced	22	53	48	47	53
Number of students tested	136	109	118	129	112
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	1	1	1
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	66	87	97	88	98
% Advanced	18	43	47	45	42
Number of students tested	62	61	90	62	43
2. Racial/Ethnic Group (specify subgroup): Black					
% Proficient plus % Advanced	57	88	100	82	93
% Advanced	7	44	43	46	36
Number of students tested	29	16	14	22	14
3. (specify subgroup): White					
% Proficient plus % Advanced	75	92	96	85	98
% Advanced	26	57	51	46	55
Number of students tested	90	79	90	91	88
4. (specify subgroup): Students with Disabilities					
% Proficient plus % Advanced	27	0	0	13	0
% Proficient plus % Advanced	7	0	0	6	0
Number of students tested	15	9	5	16	7

Notes:

Subject: Mathematics

Grade: 4 Test: Mississippi Curriculum Test

Edition/Publication Year: Version One - 2000-01 / Publisher: Version one - CTB/McGraw - Hill / Version
version two 2007 - 08 Two - Pearson Educational

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	90	95	94	93	93
% Advanced	43	59	62	62	55
Number of students tested	112	118	114	140	128
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	87	95	94	87	94
% Advanced	27	52	59	51	50
Number of students tested	45	56	87	70	48
2. Racial/Ethnic Group (specify subgroup): Black					
% Proficient plus % Advanced	94	83	93	89	82
% Advanced	41	33	50	61	46
Number of students tested	17	18	14	18	28
3. (specify subgroup): White					
% Proficient plus % Advanced	88	96	93	94	97
% Advanced	38	64	60	61	58
Number of students tested	77	85	84	108	89
4. (specify subgroup): Students with Disabilities					
% Proficient plus % Advanced	60	0	55	56	0
% Proficient plus % Advanced	10	0	9	28	0
Number of students tested	10	5	11	18	7

Notes:

Subject: Mathematics

Grade: 4 Test: Mississippi Curriculum Test

Edition/Publication Year: Version One - 2000-01 /
version two 2007 - 08

Publisher: Version one - CTB/McGraw - Hill / Version
Two - Pearson Educational

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	90	95	94	93	93
% Advanced	43	59	62	62	55
Number of students tested	112	118	114	140	128
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	87	95	94	87	94
% Advanced	27	52	59	51	50
Number of students tested	45	56	87	70	48
2. Racial/Ethnic Group (specify subgroup): Black					
% Proficient plus % Advanced	94	83	93	89	82
% Advanced	41	33	50	61	46
Number of students tested	17	18	14	18	28
3. (specify subgroup): White					
% Proficient plus % Advanced	88	96	93	94	97
% Advanced	38	64	60	61	58
Number of students tested	77	85	84	108	89
4. (specify subgroup): Students with Disabilities					
% Proficient plus % Advanced	60	0	55	56	0
% Proficient plus % Advanced	10	0	9	28	0
Number of students tested	10	0	11	18	0

Notes:

Subject: Reading

Grade: 4

Test: Mississippi Curriculum

Edition/Publication Year: Version One - 2000-01 /
version two 2007 - 08

Publisher: Version one - CTB/McGraw - Hill / Version
Two - Pearson Educational

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	76	96	95	93	98
% Advanced	35	46	38	42	28
Number of students tested	113	118	114	141	122
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	63	93	94	90	96
% Advanced	24	36	38	30	22
Number of students tested	46	56	87	70	45
2. Racial/Ethnic Group (specify subgroup): Black					
% Proficient plus % Advanced	77	89	93	100	100
% Advanced	35	33	43	39	19
Number of students tested	17	18	14	18	26
3. (specify subgroup): White					
% Proficient plus % Advanced	76	96	94	92	99
% Advanced	32	48	36	43	31
Number of students tested	78	85	84	109	86
4. (specify subgroup): Students with Disabilities					
% Proficient plus % Advanced	20	0	46	56	0
% Proficient plus % Advanced	10	0	9	22	0
Number of students tested	10	5	11	18	7

Notes:

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